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ABSTRACT

This teacher/leader's guide for Acquired Immune Deficiency Syndrome (AIDS) education using a Catholic approach builds upon materials presented in the teacher's manual. Considerations when implementing the AIDS curriculum are discussed, including involvement of the faith community and tailoring the program design with local decisions. Models for a total parish program, parish school program, and parish catechetical program are outlined. Ideas for teachers' inservice programs are given. The selection of leaders and teachers, materials, orientation, and agenda items for inservice programs are discussed. Suggestions for planning a parents' session are presented, focusing on the topics of assembling a planning group, communication with the parents, and suggestions for the parents' session itself. An annotated list of AIDS curriculum resources is included, with materials grouped within these types: church documents and other statements from Catholic sources; books, booklets, pamphlets, special issues, and reports; audio-visual programs; bibliographies and catalogs; journals; and AIDS-related organizations and hotlines. (ABL)

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Leader's Guide

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by NCEA Task Force

AIDS:
A Catholic Educational Approach

Leader's Guide

by the NCEA AIDS Education Task Force

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6 Considerations When Implementing AIDS Curriculum

Five considerations are important when implementing this AIDS curriculum:

- **Involvement of the Faith Community** — to provide modeling and support for children and youth;
- **Local Decisions** — to tailor the program to local needs;
- **Varied Models** — to suggest possible local approaches;
- **Prayer Context** — to promote awareness of God's presence;
- **Materials Provided** — to know the extent and variety available within *AIDS: A Catholic Educational Approach.*

Involvement of the Faith Community

Catholic Christianity cannot be taught simply as abstract theory or even through well planned lessons. Faith must be modeled by individuals and witnessed by the community. Young people will learn ideals within a faith community where members are striving to live by those ideals.

For that reason, the broader the involvement of the entire faith community, the stronger will be the support system for AIDS-related education. The program should involve, as appropriate, the following persons and groups:

Pastor — As spiritual leader and coordinator of ministries within the faith community, the pastor is key to the Church's educational mission. While he may delegate major responsibility for educational programming to competent leaders, his collaboration, support, participation, and influence remain critical to the success of programs — particularly in sensitive areas. Even programs in private or regional schools should invite participation of the area clergy.

Principal — The principal is in the best position to coordinate a school-based curriculum on AIDS. With a team appropriate to the specific school, the principal can carefully consider the best procedures and strategies.

DRE — The Director of Religious Education will coordinate this curriculum for the parish catechetical program. Expertise in adult education can help in designing related programs for parents, teachers, and adult parishioners.

Parents — As the first and foremost educators of their children, parents should participate in establishing a program, know well the program content, support and encourage their children.

Teachers/Catechists — Program presenters are to be selected on the basis of knowledge, attitude, ability to handle sensitive matters, and practical considerations such as the level of teaching required. They will need support throughout the program.

School Board/Parish Council — Representative groups should be involved in setting the general directions for the program. Ordinarily they are not involved in the details, such as specific lesson plans.

Youth Minister — Because much of youth catechesis today is done by youth ministers, this person may be a key member on an AIDS education team.

Student Leaders — Teenage student leaders can offer the important factors of peer education and support.

Local Decisions

AIDS education — as all education — must be tailored to each local situation. Those in appropriate leadership positions along with some local natural leaders should begin in advance to design a process which can reach the desired outcomes. Questions such as the following can suggest preliminary directions for local program design and implementation:

1. What are the existing archdiocesan policies related to AIDS and to AIDS education?
2. What local leaders or policymakers should be consulted or involved?
3. What team or group can best collaborate to shape this local program?
4. How can parental participation be guaranteed and facilitated? Will parental involvement require any considerations related to culture or language?
5. On what levels (e.g., parish, school, catechetical program) should local implementation begin? What is the best timeline?
6. Who should assume leadership of each segment? of the total endeavor?
7. Are local youngsters about average in AIDS education readiness and needs? or should the materials be accelerated? or presented more gradually?

8. Does any related program (e.g., education in human sexuality or drug education) need attention at this time?

9. Should the local teacher inservice program reflect any unique strengths or needs?

10. How, when, and by whom will the AIDS education program be evaluated?

Varied Models

A flexible approach to implementation is important. Some possible models — that would be individualized to the needs of the specific setting — include the following:

- Total Parish Program
- Parish Catechetical Program
- Parish School Program

The exact composition of the planning team will depend somewhat on the implementation model that is selected.

Total Parish Program

One possible model for a total parish program follows in outline form:

GROUP	TOPIC/METHOD
Pastor, principal, DRE, parish council officers, etc.	Orientation — Moral Context and Medical Information Guided reading, discussion, study with respected expert on moral and medical dimensions of AIDS Assessment to assure adequate education in human sexuality **prior** to sexually explicit AIDS instruction Design of plan for parish study
Total parish	Invitation through homily and a letter which describes the local plan
Study group leaders	Study of Orientation — Moral Context and Medical Information Facilitation skills
Adult discussion groups	Orientation — Moral Context and Medical Information
Principal/DRE, diocesan personnel, or local qualified leader(s)	Inservice program for all teachers
Principal/DRE with staff members	Curriculum implementation in school/catechetical programs
Youth minister	Preparation of student leaders

Parish School Program
(For regional, private, or interparish school program, the roles would be adapted to the specific setting.)

One possible model for a parish school program follows in outline form:

GROUP	TOPIC/METHOD
Principal	Consultation regarding diocesan policies and available resources
Principal, pastor, school board, faculty representative(s), parent leaders, DRE if applicable	Study of orientation, scope and sequence, suggested parent presentation Assessment to assure adequate education in human sexuality **prior** to sexually explicit AIDS instruction Determination of general program elements and timeline
Principal, pastor, faculty rep(s)	Planning for faculty inservice program Specific curricular decisions
Board president, principal, or pastor	Invitation to parents' session
Principal, diocesan personnel, or local qualified leader(s)	Teachers' inservice program
Parent leaders or other local/ diocesan leaders	Parents' session
Principal, selected teachers	Lessons in appropriate classes (religion, science, health, physical education)
Parents	Additional sessions as desired
Teachers	Additional inservice as needed
Initiating group	Evaluation

Parish Catechetical Program

One possible model for a parish catechetical program follows in outline form:

GROUP	TOPIC/METHOD
Director of Religious Education (DRE)	Consultation regarding diocesan policies and available resources
DRE, pastor, education committee, catechist representative(s), parent leaders	Study of orientation, scope and sequence, suggested parent presentation Assessment to assure adequate education in human sexuality **prior** to sexually explicit AIDS instruction Determination of general program elements and timeline
Public school teachers or others familiar with public school curriculum	Determination of extent and manner of AIDS education in public school(s) Plan for building upon this basis
DRE, pastor, catechist representative(s)	Planning for catechist inservice Specific curricular decisions
DRE or pastor	Invitation to parents' session
DRE, diocesan personnel, or local qualified leader(s)	Catechists' inservice program
Parent leaders or other local/ diocesan leaders	Parents' session
DRE, all or selected catechists	Lessons with students
Parents	Additional sessions as desired
Catechists	Additional inservice as needed
Initiating group	Evaluation

Prayer Context

The gravity of the AIDS epidemic, its effects on people's lives, and personal inadequacies in addressing the issues motivates prayer for wisdom, insight, strength, and courage. Prayer as well as reflection on Jesus' compassionate ministry of teaching and healing should accompany every step for AIDS education within a Catholic setting.

The following prayer ideas are simply suggestions for local development. The first prayer has been designed for leaders in the Catholic community, the second for parents, the third for educators.

Suggested prayer ideas for *leaders in the Catholic community:*

Introduction:
Jesus, through his mission, offered to the world a new understanding of leadership. Although Jesus taught with authority, he did not rely on power and oppression. He offered truth, service, and liberation. With Christ as our model, we are called to the truth — to lead, to serve, to liberate.

Scripture Readings:
Jesus rose from the meal and took off his cloak. He picked up a towel and tied it around himself. Then he poured water into a basin and began to wash his disciples' feet and dry them with the towel he had around him.

(John 13:4-5)

At this Pilate said to Jesus, "So then, you are a king?" Jesus replied:

"It is you who say I am a king.
The reason I was born, the reason why I came into the world, is to testify to the truth.
Anyone committed to the truth hears my voice."

(John 18:37)

Prayer:
Our God, open us to your form of leadership, of service.
Direct us to implement an education program which is truthful, challenging, and compassionate.
Impress on us that AIDS education is not the sole responsibility of the teachers.
Touch our attitudes and values.
Help us to base our personal lives as well as our lives within this Church community on the values of the Gospel.
Increase in us a loving respect for God's way and for every human person. Amen.

Suggested prayer ideas for *parents:*

Introduction:
In our role as parents, we are empowered to help our children to develop as total persons and to relate well with others. This parental role in today's society also presents the challenge of dealing with the outbreak of AIDS and of educating our children in the principles and in the compassion of Jesus Christ.

Scripture Reading:
Jesus gave this response: "Go and report to John what you have seen and heard. The blind recover their sight, cripples walk, lepers are cured, the deaf hear, dead people are raised to life, and the poor have the good news preached to them." (Luke 7:22)

Prayer:
Our God, help us to hear your word.
Direct us to faithfully echo Jesus' call to conversion, to overcome the barrier of ignorance and to help remove the wall of prejudice.
Help us develop within ourselves and among our children an attitude and example of tenderness and care toward those people who are confronted with their own death or the death of someone they love.
Gift us with the compassion of Jesus and the wisdom of your Holy Spirit to bridge the great gaps between ignorance, fear, and loneliness on the one hand, and truth, courage, and love, on the other. Amen.

Suggested prayer ideas for *educators:*

Introduction:
Like the ancient prophets and the prophets of today, we must speak out against social structures, personal practices, and ideologies which oppress people or which harm the dignity of the individual.

Scripture Reading:
When the book of the prophet Isaiah was handed to Jesus, he unrolled the scroll and found the passage where it was written:

"The spirit of the Lord is upon me;
therefore the Lord has anointed me.
The Lord has sent me to bring glad tidings to the poor,
to proclaim liberty to captives,
Recovery of sight to the blind
and release to prisoners,
To announce a year of favor from the Lord."

(Luke 4:17-19)

Prayer:
Our God, help your word to touch us, to free us, to give us sight, to proclaim your favor to others.
Teach us the need for caution and prudence, but more importantly move us to speak with conviction, to teach about the need to strive constantly for self-respect, for mutual fidelity, and for chastity.
Direct our teaching constantly to assert values about personal and interpersonal relationships that are in harmony with our belief in Jesus. Amen.

Other Suggested Scripture Passages:

Matthew 8:1-4
John 10:10
1 Peter 2:9
Ephesians 4:15
John 9:2-3
John 8:10-11
Matthew 5:27-30

Materials Provided

Because AIDS education may be new for many people and because the needs in each situation will vary, *AIDS: A Catholic Educational Approach* offers an extensive and varied selection of supportive materials.

In *Teacher's Manual:*

Section 1: Purpose of Publication
the rationale for AIDS education materials that are morally consistent with Gospel values, developmentally appropriate for elementary and high school students, sufficiently detailed to guide teachers, and adaptable to arch/diocesan and local policies and needs

Section 2: Orientation for Teachers and Parents in a Catholic Setting
an overview of the moral context and a summary of medical information that is important in understanding AIDS and AIDS education within a Catholic setting

Section 3: Teachers' Materials
ready-to-use K-12 lessons and supporting materials which include the following:

Basic Considerations for the Teacher
general directives when teaching AIDS-related lessons

Scope and Sequence Chart of AIDS-Related Learning Objectives
20 objectives related to Christian Response,
15 objectives related to Basic Information,
20 objectives related to Transmission and Prevention, all placed in suggested grade levels K-12

About the Student
descriptions of the readiness level of youngsters at each grade level including physical, intellectual, emotional, and social elements

Suggested Lessons
a total of 40 detailed lessons — generally 3 per year — which may be used, adapted, or merely studied as examples. Lessons include the following parts:

Lesson Objectives
Overview
Basic Information and Vocabulary
Suggested Materials
Teaching Learning Activities
Closure

Section 4: Articles Used in Lessons
Four selected documents and articles (by Pope John Paul II, Cardinal Basil Hume, Cardinal Joseph Bernardin, and by the California Bishops) that promote an understanding of AIDS from a Church perspective

Section 5: Glossary
Definitions of AIDS-related words and phrases that appear in the orientation and in the suggested lessons

In *Leader's Guide:*

Section 7: Ideas for Preparing the Teachers' Inservice Program
some practical ideas for preparing all teachers involved with AIDS education — those who instruct students specifically about AIDS and others who often will face related questions

Section 8: Suggestions for Planning a Parents' Session
some practical suggestions for planning the session and inviting the parents — including a sample letter, a supporting handout, and a suggested agenda

Section 9: AIDS Curriculum Resources
An annotated list of AIDS-related books, pamphlets, audio-visuals, organizations, hotlines, and other resources

After the local leadership team has made its initial decisions and knows the materials provided in *AIDS: A Catholic Educational Approach*, it can begin to initiate its chosen model. Important to any model are three tasks:

- preparing the teachers' inservice program;
- planning a parents' session;
- selecting additional resources, if desired.

The following sections treat these important tasks.

7 Ideas for Preparing the Teachers' Inservice Program

Some general ideas for implementing AIDS education are included in Section 6 of this publication. These pages further develop the essential element of teacher preparation whether the teacher happens to be a catechist in a religious education program or an instructor within a Catholic school.

Importance of Teacher Preparation

The program in AIDS education will be as effective as the teachers' inservice. For that reason, a program to prepare all teachers must be conducted prior to any AIDS-related instruction.

Time Allotment

Needed inservice time will vary considerably, depending upon the teachers' prior learning about AIDS within a Catholic perspective. Generally, however, at least one full day or several shorter sessions will be needed for inservice preparation.

Level of Inservice Offerings

Depending on local circumstances, inservice can be conducted at any of the following levels:

- Arch/diocesan
- Regional
- School
- CCD/PSR
- Parish

Leaders

Ideally a team with combined expertise in the moral, medical, and pedagogical elements of this program would conduct the inservice sessions. The person treating moral elements should have a strong background in current Catholic theology. Each leader should evidence a commitment to Christian values.

Perhaps available persons with such expertise do not fully understand the integrated program or do not have sufficient time for team planning. In that case, one person who is very familiar with the program could conduct the basic parts of the session with the others acting as resource persons to handle technical questions in their fields of expertise.

Attendees

Ideally, *all* teachers and *all* staff would participate in inservice. The teachers who do not specifically conduct AIDS education classes are likely to be asked questions by students and may have informal opportunities for counseling. Custodians and cooks, who are often in positions to observe students and who are regularly involved with hygiene, should also be encouraged to participate.

Communication

As general plans for AIDS education develop in the local situation, teachers' ideas should be a major consideration (e.g., at least through teachers' representatives or a survey), and teachers who are not directly involved should be informed regularly of progress. Teachers — who know the maturity level of total classes and who will later plan and teach the actual lessons — will be extremely helpful in identifying the levels at which topics can be presented most effectively.

Selection of Teachers

All teachers need to understand AIDS and the AIDS education program and would be expected to participate in some inservice education. The teachers who will conduct classroom lessons are to be selected on the basis of knowledge, attitude, ability to handle sensitive matters, and practical considerations such as the level of teaching required. All persons need to face and address the realities of resistance, denial, and prejudice. This is especially important for teachers because of their role and modeling for many students.

Materials

Ideally each teacher will have a copy of the complete *Teacher's Manual* to highlight and annotate during inservice and preparation. This will simplify lesson preparation, foster continued study of basic information, and allow easy access to all levels of the lessons.

If books must be shared, a schedule could be planned so that teachers have a *Teacher's Manual* before and during the time of AIDS education; e.g., teachers at one level could have the manuals and teach lessons in the fall, another level in winter, a third group in spring.

For the inservice session, each teacher should have a total manual or at least a copy of Section 2, "Orientation for

Teachers and Parents in a Catholic Setting" (in advance) and (for the session) two parts of Section 3: "Basic Considerations for the Teacher" and the total Scope and Sequence chart.

Pre-Session Preparation

Prior to the first session, the participants are asked to study Section 2: "Orientation for Teachers and Parents in a Catholic Setting." The task could be phrased like this:

> To help us begin our inservice session on AIDS education with a common background, we urge each participant to read thoughtfully Section 2, "Orientation for Teachers and Parents in a Catholic Setting." Please come prepared with
>
> 1. a basic understanding of both sections, "The Moral Context for AIDS" and "A Summary of Medical Information about AIDS";
>
> 2. an awareness of those attitudes and values within the orientation which differ from the typical messages about AIDS in the media.
>
> Feel free to highlight key points in your manuals [or copies] or to pencil questions in the margins. Thank you for helping to prepare yourself for this important session on a topic of life or death.

Suggested Session Agenda

(Prior to the session, participants have all studied Section 2, "Orientation for Teachers and Parents in a Catholic Setting.")

15 min.	Gathering
5 min.	1. Opening with prayer
15 min.	2. Assessing fears and unknowns
15 min.	3. Introduction of *AIDS: A Catholic Educational Approach*
40 min.	4. Christian response — objectives and lesson demonstration
Break	
40 min.	5. Basic information — teaching of basic information and demonstration of learning
60 min.	6. Transmission and prevention — outline and demonstration of gradual introduction Questions and answers about information
Lunch	
25 min.	7. Basic considerations for the teacher
30 min.	8. Specific planning for implementation
Break	
30 min. (or more)	9. Time to study specific lessons
15 min.	10. Plans for local/regional teacher support Questions and answers about information or teaching
	Conclusion

Each component of this suggested session agenda is described below in more detail.

Suggested Session Components

Agenda Item #1 Opening with Prayer
Suggested prayer ideas are included in Section 6.

Agenda Item #2 Assessing Fears and Unknowns
The session can begin with the participants writing answers to questions such as these —

- What is my greatest fear about AIDS?
- Have I ever talked with a person with AIDS?
- How do I picture a person with AIDS?
- What do I know about AIDS?

Then — in pairs — all would be asked to share at least one response.

OR

Participants begin by writing answers to a quiz about AIDS such as —

- True/False Quiz, Handout # 16a
- AIDS Transmission Worksheet, # 30c
- MYTH-defier, Handout # 39
- Facts/Fallacies about AIDS, Handout # 27a

Then a team member leads the group through the quiz together, *quickly* giving answers, and assuring participants that they will soon know much more about those answers. Leaders must resist the temptation to "teach" each item in a quiz; that will occur during the session.

Agenda Item #3 Introduction to *AIDS: A Catholic Educational Approach*
To help teachers understand the basic philosophy of the program, leaders may wish to present the ideas from Section 1, "Purpose of Publication," especially the idea that

this program involves more than presenting information; it attempts to integrate AIDS education with the vision of Jesus Christ and his Church. Furthermore, it helps young people to develop attitudes, values, and skills through a planned sequence of learning opportunities.

At this time, the leaders may wish to ask participants to name those attitudes and values within the orientation which differ from the typical messages about AIDS in the media. This *brief* exercise could occur in the total group or by participants merely putting heads together without changing the seating arrangement. The leaders would not respond at this time to the attitudes and values named.

Teachers will benefit from an overview of the *Teacher's Manual*, noting its five sections:

1. Purpose of Publication
2. Orientation for Teachers and Parents in a Catholic Setting
3. Teachers' Materials including
   Basic Considerations for the Teacher
   Scope and Sequence Chart of AIDS-Related Learning Objectives arranged in three categories:
   - Christian Response
   - Basic Information
   - Transmission and Prevention

   Suggested Lessons in Developmental Setting for Kindergarten through Grade 12
4. Articles Used in Lessons
5. Glossary of Terms

and finally an Evaluation Form.

The leader can then show the *Leader's Guide*, indicating the four sections:

6. Considerations When Implementing AIDS Education
7. Ideas for Preparing the Teachers' Inservice Program
8. Suggestions for Planning a Parents' Session
9. AIDS Curriculum Resources.

The teachers may be especially interested to know that the leader can suggest resources to help them better understand some AIDS-related areas. They should become aware that most AIDS education materials are not appropriate within a Catholic setting. (Most resources assume that it is normal for teenagers to be sexually active and to abuse drugs. The Church, on the other hand, fosters the belief that persons are capable of living the Christian vision of human love and responsibility within marriage as well as the radical ideal of self-discipline which is needed in every state of life.)

This is also an opportunity for the leader to emphasize that effective AIDS education for children and youth is a gradual process and should caution teachers against using any resources which present everything about AIDS in one sitting.

Agenda Item #4 Christian Response

Presentation of Key Points

A leader presents the key concepts and attitudes related to Christian response to AIDS (using Transparency A, if desired):

- God created life and loves all people.
- Jesus showed compassion toward the sick and healed many of them, regardless of their past.
- Jesus calls his followers to love chastely, that is, to love unselfishly and responsibly.
- Homosexuality is neither the cause of AIDS nor a cause for disrespect.
- The place of intimate sexual expression is only within a marriage commitment.
- The Christian is called to accept all persons and to assist those in need — including persons with AIDS.

These key points are presented in the first half of Section 2, "Orientation for Teachers and Parents in a Catholic Setting," entitled "The Moral Context for AIDS." The leader will want to study and prepare carefully concerning homosexuality, noting the distinction between homosexual orientation and homosexual genital acts (morally unacceptable).

Study of Scope and Sequence Chart

Next, participants may read Objectives C-1 through C-20 in the Scope and Sequence Chart, noting the gradual development of these concepts and attitudes.

Demonstration of Lesson(s)

Then the leader — or a participant who prepared in advance — demonstrates all or part of at least one lesson; e.g., Lesson # 1 (Kindergarten), # 17 (Grade 5), # 32 (Grade 10), or the first part of # 38 (Grade 12). The other participants can be the "students" for the lesson(s).

Agenda Item #5 Basic Information

Presentation of Key Points

Another leader actually teaches the basic information to the participants:

- Safety of casual contact (Transparency # 10b)
- How children can get AIDS (Tansparency # 15b)
- Definition of AIDS (Transparency # 18a)
- Effect of AIDS on immune system (Transparencies # 18b and # 18c)
- Three potential stages (Transparency #27c)
- AIDS Signs and Symptoms (Handout #33)
- Testing for AIDS virus (Transparency # 24a)
- Uncertainty about origin of AIDS (Lesson # 24)

These points of basic information may be summarized using Transparency B.

The leader will want to clarify several points about AIDS-related statistics:

1. Only full-blown AIDS Cases Counted

Statistics about persons with AIDS (e.g., Transparency # 25a and the graphs in the orientation section) do not include asymptomatic virus carriers or persons with ARC. For every living person who has been diagnosed with AIDS, some experts estimate that there are 15 persons with ARC and about 45 individuals with HIV infection. For example, as of October 24, 1988, 76,670 persons had been diagnosed

with AIDS; of that number, 43,027 had died — leaving 33,643 living with AIDS. At the same time, 500,000 persons were estimated to have ARC; at least 1,000,000 perhaps 1,500,000 were estimated to have HIV infection without symptoms. This ratio is illustrated in Transparency C.

2. Delayed Reporting
"Lag time" can exist in the reporting of AIDS, that is, some recently diagnosed cases may not yet be reflected in the available statistics.

3. Varied Reporting Patterns
Charts show statistics according to varied time patterns; e.g., Transparency Master # 36 reports by the quarter; # 25a uses half-year units. Some figures represent cumulative totals (e.g., the first graph in the orientation on Reported Adult Cases); statistics may indicate living and dead (e.g., Transparency Master # 25a) or may specify the living only (e.g., Transparency Master C).

Study of Scope and Sequence Chart
The participants may wish to skim the related Objectives B-1 through B-15.

Demonstration of Learning
Selected participants could role play (e.g., as a classmate of a young person with the AIDS virus, an asymptomatic infected person, someone with ARC, a person with classic or full-blown AIDS), answering interview questions about their condition.

PRONUNCIATION GUIDE

During sessions, teachers may appreciate some extra help with correctly pronouncing difficult terms. Although other pronunciations are sometimes used, the following are acceptable:

- ELISA — ē - **lī** - sə *or* ē - **liss** - ə
- Kaposi's sarcoma (KS) — **kap** - ə - zēz *or* kə - **pō** sēz *or* **kap** - ō - sēz sär - **kō** - mə
- Pneumocystis carinii pneumonia (PC) — nyo͞o - mō - **sis** - tis kə - **rī** - nē - ē *or* **kä** - rī - nī nyo͞o - **mōn** - yə

(All are defined in the glossary in the *Teacher's Manual.*)

Agenda Item #6 Transmission and Prevention
Presentation of Key Points
In most cases children have no choice about getting AIDS. (Review Transparency # 15b and see graph on Pediatric AIDS in the orientation.) Knowledge about transmission and prevention becomes increasingly important as students mature. A leader outlines the basic means of transmitting and preventing AIDS:

- The four ways adults can catch AIDS (Transparency # 21a or # 28b; may wish to use # 16c also)
- Remoteness of risk related to transfusion (Lesson # 28)
- No risk to blood donors (Lesson # 28)
- The morality related to sexual intercourse outside marriage and in using condoms (Lessons # 28 and # 34)
- The morality and risk involved with oral-genital and anal sexual activity (Lesson # 34)
- Skills for deciding behaviors (e.g., Transparency # 11b or # 16b)
- Safety precautions related to emergency procedures (Lesson # 22)

These points may be reviewed using Transparency D.

The leader needs to be certain that participants know the implications of oral-genital and anal sexual activity as well as implications related to homosexuality. Lesson # 34 offers a good summary regarding these areas. The second part of the orientation, "A Summary of Medical Information about AIDS," also integrates the medical and moral dimensions related to these sensitive topics.

Study of Scope and Sequence Chart
To show how the material is gradually introduced, the participants may quickly survey Objectives T-1 through T-20.

Demonstration of Gradual Development
To demonstrate how the content is developed for various ages, lessons may be demonstrated that develop skills for choosing at various levels, e.g.,

- Lesson # 5 (Grade 1 — identifying safe choices at home and school)
- Lesson # 19 (Grade 5 — using refusal skills related to drug abuse)
- Lesson # 28 (Grade 8 — avoiding behaviors related to any form of AIDS infection)
- Lesson # 40 (Grade 12 — applying refusal skills to situations students may encounter after graduation)

After all information has been presented, teachers will appreciate the opportunity to ask questions. Because of the nature of the material, questions could be surfaced in small groups for response in a large-group question/answer session, or participants could be invited to submit questions in writing.

Agenda Item #7 Basic Considerations for the Teacher
A leader elicits responses from the group to the question, "What advice would you give to the teacher who will begin instruction about AIDS?" Then the leader presents from the "Striving for Balance" and "Setting the Climate" parts of Section 3 any important ideas that were not noted.

OR
Participants read the parts in Section 3 about balance and climate, noting the ideas they believe are most important for them (the printed ideas as well as any other important considerations). They then share these ideas with a small group of persons who teach youngsters at the same level (e. g., junior high).

Continuing in Section 3, a leader can point out the key ideas of "Using the Materials," clarifying how the materials will be used within the local plan. Teachers within the same setting will want to plan some time to assess the previous

learning and the needs of their students, their capabilities and levels of maturity as well as the particular concerns of the local community.

It is important that the teachers become familiar with the preliminary material about the student at each level and with the standard elements in each lesson (Objectives, etc.). The leader may wish to refer the teachers to the description of each element given prior to the Scope and Sequence Chart in Section 3, then let them become familiar with the elements in some of the actual lessons.

Agenda Item #8 Specific Planning for Implementation
As time permits, teachers can plan or study plans concerning practical points such as

- how materials will be delayed or advanced for the local students as suggested by the planning group;
- who will teach which lessons;
- preferred scheduling of specific lessons to correlate, if possible, with related areas in Religion, science, etc.;
- plan for sharing (if necessary) copies of the suggested lessons;
- available resources for further study.

Agenda Item #9 Time to Study Specific Lessons
Additional time will be needed for teachers to study specific lessons, those they will teach as well as preliminary ones. Doing so during the inservice session will assure that some time is given to this study, will allow teachers to discuss lessons with others, and will provide immediate attention to their questions or concerns.

Agenda Item #10 Planning for Local/Regional Teacher Support
Prior to the inservice session, the leaders will want to identify local or regional resource persons. During inservice, some plan should be presented to assure teachers that they will have sufficient support. This may be as simple as

- a list of telephone resource persons related to specific areas;
- a schedule of periodic local or regional gatherings of primary, intermediate, junior high, or high school teachers;
- names of instructors who could demonstrate lessons;
- an opportunity to request a followup session with its agenda based on teacher needs.

Conclusion
A question/answer period will help to handle any remaining areas of uncertainty. These could be surfaced in small groups for response in a large-group question/answer session, or participants could be invited to submit questions in writing. To give a sense of achievement and completion, the group could repeat the same pre-test or questions which initiated the session.

Transparency # A

CHRISTIAN RESPONSE

- **God created life and loves all people.**
- **Jesus showed compassion toward the sick and healed many of them, regardless of their past.**
- **Jesus calls his followers to love chastely, that is, to love unselfishly and responsibly.**
- **Homosexuality is neither the cause of AIDS nor a cause for disrespect.**
- **The place of intimate sexual expression is only within a marriage commitment.**
- **The Christian is called to accept all persons and to assist those in need--including persons with AIDS.**

Transparency # B

BASIC INFORMATION

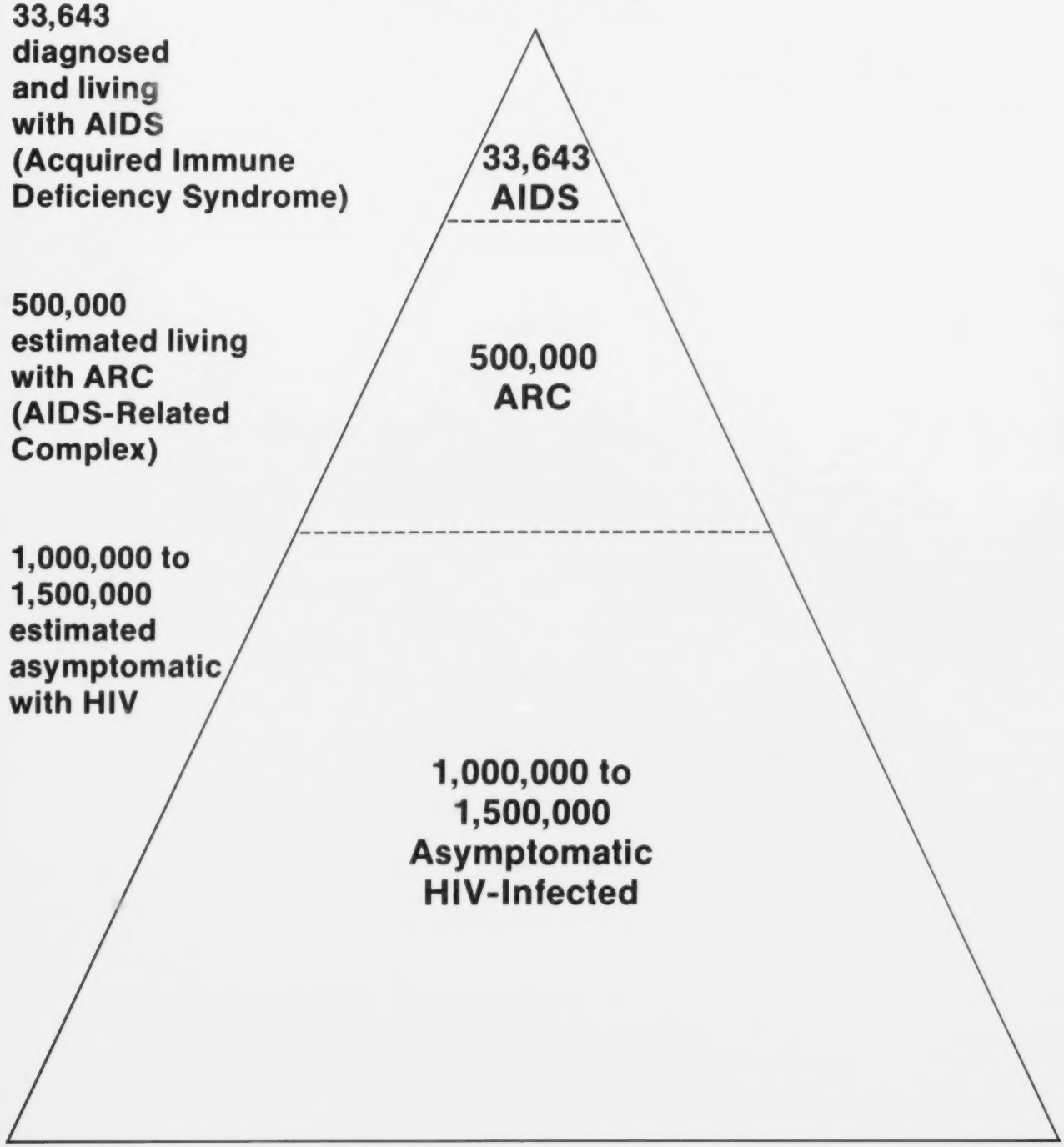
- Safety of casual contact
- How children can get AIDS
- Definition of AIDS
- Effect of AIDS on immune system
- Three potential stages
- AIDS Signs and Symptoms
- Testing for AIDS virus
- Uncertainty about origin of AIDS

Transparency # D

TRANSMISSION AND PREVENTION

- The four ways adults can catch AIDS
- Remoteness of risk related to transfusion
- No risk to blood donors
- The morality related to sexual intercourse outside marriage and in using condoms
- The morality and risk involved with oral-genital and anal sexual activity
- Skills for deciding behaviors
- Safety precautions related to emergency procedures

Persons Living with HIV (Human Immunodeficiency Virus) as of 10/24/88


33,643 diagnosed and living with AIDS (Acquired Immune Deficiency Syndrome)
33,643 AIDS
500,000 estimated living with ARC (AIDS-Related Complex)
500,000 ARC
1,000,000 to 1,500,000 estimated asymptomatic with HIV
1,000,000 to 1,500,000 Asymptomatic HIV-Infected

These estimates from the AIDS hotline are very conservative; some groups estimate asymptomatic HIV carriers as high as 10,000,000.

For current figures, call toll-free 800-342-AIDS.

8 Suggestions for Planning a Parents' Session

This section includes three parts:

- Introduction to the Planners;
- Communication with the Parents;
- Suggestions for Parent Session.

Introduction to the Planners

A small but broadly representative group can plan how to introduce the AIDS education program to the parents. The group needs to be sensitive to issues such as parental involvement, approval, adaptation, ownership, and resources for further study.

Parental Involvement

In order for this program of AIDS education to be most effective, the participation of parents is necessary. Parents need clear and accurate information to address their own fears and myths about AIDS, to help adapt AIDS education for their community, and to reinforce in the home the AIDS education program.

Parental Approval

All parents should attend the parent presentation to learn about the planned program and to study the materials which the teachers will use. If, following this study, any parents formally request that their children be excused from AIDS education classes, they shall accept the responsibility for providing alternate education on the topic. The local leadership team may wish to offer materials and training to these parents so they may teach their children at home.

Adaptation

A parents' session will need to be adapted to the background and attitude of the parents and the needs of the community. In addition, certain elements within the parents' session and the teaching materials may need additional emphasis or development to meet more effectively the needs of black and Hispanic groups. One approach will not work in all settings.

Ownership

Educational leaders should secure the involvement of key parent leaders in both the planning and presentation of this program. An introduction or presentation by committed, informed, and empathetic parents to a group of other parents can be very effective. Where professionals in medicine, counseling, or moral theology live within the community, they should be considered for collaboration in the program.

Parental Resources

It is recommended that copies of the *Teacher's Manual* of *AIDS Education: A Catholic Educational Approach* as well as other accurate and appropriate materials be made available for review during and immediately following the parent presentation. Distribution of appropriate free materials and provision for parental ordering of the *Teacher's Manual* and other resources would be a genuine service; it will encourage further parent study at home and may be the most practical step to encourage continuing home/classroom collaboration and reinforcement. Examination copies, pamphlets, and order forms will need to be planned in advance.

Review materials — to reflect the religious, educational, and local focus of the session — could include the following:

- Current documents from local bishops or from the National Conference of Catholic Bishops;
- *Aids and the Education of Our Children* by William J. Bennett;
- Pamphlets suggested in Section 9 such as "AIDS and Children: Information for Parents of School-age Children";
- Local resources from AIDS pastoral care agencies, Catholic hospitals, etc. More detail is included in Section 9, "AIDS Curriculum Resources."

When perusing resources, parents may be reminded that only this curriculum (and perhaps other items which the leaders can identify) are written from the Catholic perspective. The other materials, however, offer basic clear explanations about AIDS.

Leaders need to avoid materials that assume that normal young people will be sexually active and will abuse drugs. With the help of Section 9, "AIDS Curriculum Resources" and the continuing NCEA resource bank on AIDS education, leaders need to offer only those supplementary resources which promote living the Christian vision and which include the values of respect, self-discipline, responsibility, and unselfish love.

Communication with Parents

Communication should include both an invitation and some preliminary information about the parent session.

Invitation

A letter should be drafted which invites parents to a presentation on AIDS and the curriculum:

1. The letter should come from whoever would be the most effective invitor to this session, e.g., school board president, principal, pastor, director of religious education, etc.

2. The letter should be positive and encouraging, emphasizing that together people can make a positive difference regarding the threat of AIDS and that parents' participation is absolutely necessary for AIDS education to be effective.

Sample:

LETTER TO PARENTS

Dear Parent,

Undoubtedly you have heard much about AIDS. So have your children. Unfortunately, not all this information is accurate; some of it produces unfounded fears.

To provide accurate information in a value-oriented Catholic setting, _____ will soon begin a gradual, carefully planned program of AIDS-related education. To do this effectively, we need your help.

We have identified a program that has been developed by the National Catholic Educational Association with the assistance of scores of health experts, theologians, parents, and Catholic educators. We believe it is appropriate for your child's age and consistent with basic Catholic teaching.

This approach is much more gradual and much more assuring than your youngster's chance encounters with AIDS information through TV or through peers. Often it will also be much more accurate.

AIDS is a serious threat of epidemic proportions. Working together, however, we can make a positive difference in the lives of our children and those whom they will influence.

To get started, we invite you to learn about the program and to review the actual teaching materials that are proposed. You will also have the opportunity to order materials for your further study at home. Obviously this will be a very important session.

The day and date:
The time:
The place:

In the name of myself and all others who share with you the task of Christian education, I urge you to come to this meeting.

Sincerely,

Enclosure: AIDS Education: Some Questions and Answers for Parents

Preliminary Information

To deal with any immediate doubts or questions, the communication should include some information about AIDS education. The planners can judge which specific items will be best included locally. A sample enclosure follows.

Sample:

AIDS EDUCATION:
Some Questions (and Answers) for Parents

Why teach about AIDS?

AIDS poses a major threat to health in many countries including ours. Education about this condition and its prevention is a necessary form of effective combat. Every person needs information; in addition, every Catholic should be apprised of moral dimensions and Church teaching about AIDS-related behaviors.

The Administrative Board of the U. S. Bishops Conference has stated:

> While we recognize, above all, the inalienable rights of parents as the primary educators of their children and their importance in this area, we also affirm that there ought to be educational programs about AIDS at *every* appropriate level of Catholic schools and religious education programs.

At what age should children learn about AIDS?

Every area is different, but generally — for the sake of prevention — youngsters should be introduced to AIDS and some of its causes in the intermediate grades, with more detailed information added in later years. Attitudes, of course, can never be shaped soon enough. Some basic lessons about avoiding ordinary contagious diseases like the flu as well as lessons about showing Christian kindness to the sick are appropriate in the very first years of schooling.

Won't such teaching increase fear?

Generally fear is generated more by the unknown than the known. Once youngsters know about AIDS, they are assured that they can avoid the dreaded condition. Within Catholic education, students also learn Church teaching which clearly directs against specific immoral behaviors — behaviors which could also lead to AIDS.

Isn't material about AIDS available?

Yes, material about AIDS is available from many sources. Most of this material, however, is designed for adults and focuses on facts. For effective education, youngsters need a simple introduction with gradual

development of content and terminology that is appropriate for their age. For total education, young people also need a gradual presentation of the moral dimensions and help in developing skills to make morally good and AIDS-free choices.

What will students learn about AIDS?

Ordinarily students will have three lessons a year focusing on these dimensions:

- Christian Response;
- Basic Information about AIDS;
- Prevention and Transmission.

Why have a parent session?

As parents you have a right to know what program is planned to teach about this critical issue and to suggest needed adaptation for our community. The session will also provide an opportunity for you to learn or to review both the medical and moral dimensions of AIDS education. If, after participating in the session, any parent should prefer to assume total responsibility for teaching about AIDS in the home, arrangements can be made individually.

How can I learn more?

After hearing an overview of the planned instruction, you will be welcome to examine the actual lessons which will be used. In fact, if you wish, you may order a personal copy of the lessons which will be used. In addition, we will have at the meeting a display of various brochures related to AIDS education.

We urge you to come to the parents' meeting.

Suggestions for Parent Session

Planners should discuss the presenters, the aims of the session, the agenda, and the advantages of a take-home handout.

Presenters

Parent leaders are ideal to introduce and coordinate the session; some parents may also be willing and able to present some of the non-technical areas. A team or single presenter with competence in AIDS-related moral and medical areas would give the basic presentation about AIDS as well as related moral issues and values-oriented concerns. Parent leaders or teachers would show the gradual progression of objectives and teachers may demonstrate some student lessons.

Aims of the session

Some common aims are these:

1. to show the current need for AIDS education;
2. to dispel myths, unfounded fears, and prejudices related to AIDS;
3. to examine related Gospel values and Church teaching;
4. to explain the program of AIDS education that is planned for the students;
5. to discuss how parents and teachers can reinforce accurate and positive AIDS education;
6. to suggest community and national resources which parents can utilize to develop an informed and moral response to the problem of AIDS;
7. to invite parent participation at home and to encourage ongoing parent-teacher dialogue about AIDS education.

Suggested Session Agenda

An agenda for a 2 to 2-1/2 hour session could include items like the following:

5 min.	1. Opening with Prayer
5 min.	2. Introduction
5 min.	3. Plan for Session
5-10 min.	4. Current Need for AIDS Education
15 min.	5. Common Questions
40 min.	6. Content of Planned Program of AIDS Education • Christian Response • Basic Information • Transmission and Prevention
15 min.	7. Methodology of Planned Program of AIDS Education
5 min.	8. Home/Classroom Collaboration and Reinforcement
10 min.	9. Feedback and Future Directions
10 min.	10. Summary, Distribution of Take-home Handout, Evaluation of Session, and Closing of Formal Session

Refreshments; Opportunity to Review Program Materials and Other Available Resources

Each component of this suggested session agenda is described below in more detail.

Suggested Session Components

Agenda Item #1 Opening with Prayer
Suggested prayer ideas are included in Section 6.

Agenda Item #2 Introduction
A sample introduction follows.

Sample:

INTRODUCTION TO PARENTS' SESSION

Thank you for coming to this session. Our presence here shows we are concerned for our young people who need to know more about the rapidly growing condition named AIDS. These are the same young people who now face or will soon face great pressures in terms of drugs and sex. These areas — drugs and sex — are also involved in the transmission of the AIDS virus.

In the past, education about human sexuality and drug use was important — not only morally, but also because of the threat of sexually transmitted diseases (STD's) and the potential effects of drugs. Today such education is even more vital to our youth — not only morally in an increasingly amoral culture — but also because of AIDS which is a matter of life and death.

Because one means of AIDS transmission is sexual, some of our focus will be on that area. We should begin by recalling that the Church demonstrates a positive attitude toward sexuality and emphasizes values such as

- the dignity of each human person, made in God's image;
- the beauty of a committed relationship in marriage;
- the gift of life through procreation;
- the capability of each person to make and follow responsible value choices;
- the need for positive, Christian education in human sexuality;
- the importance of extensive parental involvement in programs of human sexuality.

(The leader may wish to use Transparency E to highlight these values.)

Within this positive framework, we can shape our own program. We can decide whether we need to accelerate value-oriented learning to combat early street learning or whether our youngsters — although they are open to the same media influences — can maintain a slower pace in treating these issues. We believe we have planned a program that is suited to our area, but remain open to your response and suggestions.

The fact is that youngsters will learn much in their contacts where we have no control — beyond the home and classroom. Our task as parents and educators is to be certain that our youngsters have accurate learning in a moral context and a place where they can discuss openly the related issues of sexuality and drugs.

Tonight we will increase our own knowledge about AIDS, learn about the program of AIDS education planned for our children, and discuss how we — as teachers and parents — can reinforce accurate and positive AIDS education in a Christian context.

Agenda Item #3 Plan for Session
The agenda items would be named and briefly described. At this time leaders and resource persons could be introduced.

Agenda Item #4 Current Need for AIDS Education
Some local communities witness everyday evidence of the need for AIDS education; in other areas, parents will need to see evidence during this session.

Based on local need and level of receptivity, leaders may wish to select from the following strategies:

- present national statistical data about AIDS cases, using available transparencies, e.g., # 25a, # 36;
- where appropriate, communicate the disproportionate level of AIDS infection in black and Hispanic communities; (Pie graphs within orientation)
- find and illustrate local statistical data about AIDS cases;
- emphasize that reported cases only hint at the extent of the AIDS epidemic; (Transparency C)
- raise awareness of the many pressures on students to experiment with drug abuse and sex;
- recall the national efforts used to raise awareness of other health threats, e.g., polio, tuberculosis;
- discuss the AIDS-related information to which students are exposed through television, magazines, store displays, etc.;
- name some misinformation and fears which young people may acquire;
- emphasize that education is the best method of prevention;
- underscore the responsibility of parents and educators to provide appropriate education.

Agenda Item #5 Common Questions
In small groups participants could

- introduce themselves,
- share questions they or their children are asking about AIDS,

OR

- complete a brief test on AIDS-related information. (Consider Handout # 16a, # 27a, # 30c, or # 39 from the *Teacher's Manual*.)

Leaders may respond briefly regarding the questions or —in the interest of time — may choose to treat the questions section by section throughout the presentation.

Agenda Item #6 Content of planned program of AIDS education

Although the content must be presented clearly, it would be explained briefly and in general terms, with considerably less detail than in the teachers' inservice session. Throughout the session, leaders could mention that the *Teacher's Manual* or other resources can provide more details to those who are interested.

The presentation may be organized according to the three categories of student learning objectives:

- Christian Response;
- Basic Information;
- Transmission and Prevention.

CHRISTIAN RESPONSE

The key points related to Christian Response are presented in the first half of Section 2, "Orientation for Teachers and Parents in a Catholic Setting," entitled "The Moral Context for AIDS." The presenter may wish to use Transparency A to present or summarize these key points:

- God created life and loves all people.
- Jesus showed compassion toward the sick and healed many of them, regardless of their past.
- Jesus calls his followers to love chastely, that is, to love unselfishly and responsibly.
- Homosexuality is neither the cause of AIDS nor a cause for disrespect.
- The place of intimate sexual expression is only within a marriage commitment.
- The Christian is called to accept all persons and to assist those in need — including persons with AIDS.

The key points related to Basic Information and Transmission/Prevention are treated in the second part of the orientation. Entitled "A Summary of Medical Information about AIDS," the pages summarize the medical facts about AIDS and the related Catholic moral teaching.

The presenter(s) may wish to use transparency masters from the *Teacher's Manual* or to refer briefly to the content of related student lessons.

BASIC INFORMATION

These points of basic information may be presented or summarized using Transparency B:

- Safety of casual contact (Transparency # 10b)
- How children can get AIDS (Transparency # 15b; may wish to use # 16c also)
- Definition of AIDS (Transparency # 18a)
- Effect of AIDS on immune system (Transparencies # 18b and # 18c)
- Three potential stages (Transparency # 27c)
- AIDS Signs and Symptoms (Transparency # 23a)
- Testing for AIDS virus (Transparency # 24a)
- Uncertainty about origin of AIDS (Lesson # 24)

TRANSMISSION AND PREVENTION

These points may be presented or reviewed using Transparency D:

- The four ways adults can catch AIDS (Transparency # 21a or # 28b)
- Remoteness of risk related to transfusion (Lesson # 28)
- No risk to blood donors (Lesson # 28)
- The morality related to sexual intercourse outside marriage and in using condoms (Lessons # 28 and # 34)
- The morality and risk involved with oral-genital and anal sexual activity (Lesson # 34)
- Skills for deciding behaviors (e.g., Transparency # 11b or # 16b)
- Safety precautions related to emergency procedures (Lesson # 22)

Questions about content may be entertained at this time. If a break is planned, questions could be submitted in writing. This would help hesitant participants to ask questions and would allow leaders to answer similar questions with one response.

Agenda Item #7 Methodology of Planned Program of AIDS Education

Parent leaders (or teachers) show the gradual progression of objectives, and teachers may demonstrate some lessons on varying levels.

One example of gradual development:
- meaning of "contagious" in Lesson # 8 (Grade 2);
- three ways *children* can get AIDS in Lesson # 15 (Grade 4);
- four ways AIDS is transmitted in Lesson # 21 (Grade 6);
- the signs of ARC and AIDS in Lesson # 27 (Grade 8).

Another example of gradual development:
- "safe" or "dangerous" in Lesson # 5 (Grade 1);
- refusal skills in Lesson # 13 (Grade 3);
- hazards and morality of any sexual or drug experimentation in Lesson # 19 (Grade 5);
- morality and physical risk involved in intercourse outside of faithful marriage in Lesson # 28 (Grade 8);
- morality and physical risk involved in using condoms in Lessons # 28 and # 34 (Grades 8 and 10).

Questions about how the program will be presented would be appropriate at this time.

Agenda Item #8 Home/Classroom Collaboration and Reinforcement

Participants discuss how they can assure the needed level of dialogue and mutual support.

In the "Introduction to Planners," specifically within "Parental Resources," leaders were urged to make available

for review some copies of the *Teacher's Manual* of *AIDS Education: A Catholic Educational Approach* as well as other accurate and appropriate AIDS materials. This would be the ideal time to urge parents to review the materials immediately after the formal session.

If arrangements have been made for parents to order personal copies of some of the material, the ordering service can be described at this time, encouraging further study at home as a very practical step to strengthen home/classroom collaboration and reinforcement.

Agenda Item #9 Feedback and Future Directions
In small groups participants can determine any ongoing concerns and needs for future sessions. Within those same groups, any remaining questions can also be surfaced and passed to the session leaders.

Agenda Item #10 Summary, Distribution of Take-Home Handout, Evaluation of Session, and Closing Prayer
The leaders would consider and select from standard approaches for summarizing and evaluating the session. Prayer ideas are included in Section 6.

Leaders need to consider seriously the advantages of a take-home handout. When treating unfamiliar terms and content, the distribution of written materials can avoid confusion, confirm the ideas that were presented within a session, and help participants to share information with non-attending adults in the family. Leaders who purchased this curriculum may duplicate for parents the pages of Section 2, "Orientation for Teachers and Parents in a Catholic Setting," for distribution at the close of the meeting.

Distribution of this material *prior* to the session, which may lessen personal attendance, is *not* recommended. Advance communication can focus most effectively on the importance of AIDS education and the need for parental participation.

Refreshments; Opportunity To Review Program Materials and Other Available Resources
Refreshments immediately following the parents' session will encourage participants to remain to review the materials and to consider ordering resources for further study at home.

Transparency # E

The Church

demonstrates a positive attitude toward sexuality
and
emphasizes values such as

- **the dignity of each human person, made in God's image;**
- **the beauty of a committed relationship in marriage;**
- **the gift of life through procreation;**
- **the capability of each person to make and follow responsible value choices;**
- **the need for positive, Christian education in human sexuality;**
- **the importance of extensive parental involvement in programs of human sexuality.**

9 AIDS Curriculum Resources

Selection and Intent

In selecting the following resources, the NCEA AIDS Education Task Force applied — as far as possible — the following criteria:

1. consistent with, not opposed to Catholic tradition;
2. accurate;
3. readily available (U. S. sources).

Few resources integrate AIDS education within the Catholic tradition. Most require the addition of clear Christian principles and Catholic teaching. The Task Force has tried to identify accurate, available resources that —although they may be deficient by themselves — can be used well in concert with *AIDS: A Catholic Educational Approach.*

Many of the listed items can serve as valuable resources to teachers who wish to understand more about the condition of AIDS, the immune system, the effect of AIDS upon persons and their families, etc. The Task Force has studied many other resources but judged them deficient in at least one of the above criteria.

Recently published materials may not be included in this limited listing, but will be considered for inclusion in a continuing NCEA resource bank related to AIDS education. Following the listing of resources is a form which invites readers to suggest new resources for NCEA screening and possible addition to the NCEA databank of AIDS Curriculum Resources.

Despite efforts to select resources according to the above criteria, NCEA does not endorse any organization or any printed or audio-visual material included here. Even when organizational policies are acceptable, it is possible that some representatives may contradict Church teaching.

This is simply a reference list. NCEA urges that any material that is considered for use with students or other groups be previewed and critiqued in advance, keeping in mind the education and maturity of the intended audience.

Included in the Annotated List of Resources:

- Church Documents and Other Statements from Catholic Sources;
- Books, Booklets, Pamphlets, Special Issues and Reports;
- Audio-Visual Programs;
- Bibliographies and Catalogs;
- Journals;
- AIDS-Related Organizations and Hotlines.

Annotated List of Resources

Church Documents and Other Statements from Catholic Sources:

"A Call to Compassion: Pastoral Letter on AIDS" by California Bishops. California Catholic Conference. Reprinted in *Origins*, Vol. 16(45), April 23, 1987. (In Section 4 of *Teacher's Manual*)
Moved by the AIDS crisis in California, the California bishops reflect about Christian response to illness and the need to dispel irrational fears. They recommend prayer, companionship and temporal assistance, special preparation for ministry to homosexual persons, non-judgmental and sensitive care, special concern for pregnant women and for families of those affected by AIDS.

"A Challenge and a Responsibility," Pastoral Statement on the Church's Response to the AIDS Crisis by Joseph Cardinal Bernardin. Archdiocese of Chicago. Reprinted in *Origins*, Vol. 16(22), pp. 383-85, November 13, 1986. (In Section 4 of *Teacher's Manual*)
Beginning with the story of Stephen, a young man who died of AIDS, Cardinal Bernardin presents AIDS as a challenge to individuals who follow the Gospel, to society as a whole, and to the Church.

Address to the AIDS Victims at Mission Dolores Basilica by Pope John Paul II. Reprinted in *Origins*, Vol. 17(18), pp. 313-4, October 15, 1987. (Selection in Section 4 of *Teacher's Manual)*
Speaking to a gathering including AIDS patients and their families on September 17, 1987, Pope John Paul II first notes that the life of the city's patron, St. Francis of Assisi, clearly models the everlasting love of God. Then he assures every person — including those suffering from AIDS — of the all-embracing love of God, despite one's human weaknesses and needs.

"AIDS Policy for New Jersey Dioceses," Policy Statement by New Jersey Bishops. New Jersey Catholic Conference. Reprinted in *Origins*, Vol. 17(7), pp. 101-4, July 2, 1987.
This statement reflects the policy on AIDS approved by the bishops of New Jersey. Using current medical knowledge as a basis, the policy focuses primarily on the four relationships of the Church to individuals: as pastoral minister, as employer, as educator, and as social service provider.

"AIDS: Time for a Moral Renaissance" by Basil Cardinal Hume. London Times, January 7, 1987. (In Section 4 of *Teacher's Manual)*

Cardinal Hume considers AIDS as a symptom of something deeper and more deadly, as one of the disastrous consequences of promiscuous behavior. Condoms and free needles can make people think that a potentially lethal life style can, with precautions, be made safe. The only solution is to rebuild society's attitudes and values toward the gift of human love, toward committed marriage and family life, and to the radical ideal of self-discipline.

Educational Guidance in Human Love **by Sacred Congregation for Catholic Education, USCC Office of Publications, 1312 Massachusetts Avenue, NW, Washington, DC 20005-4105, 1983.**
The document emphasizes the importance of sexuality as a fundamental component of personality, presents some fundamental principles and guidelines for sex education, discusses teacher preparation and methods, and comments on some particular problems.

Letter to the Bishops of the Catholic Church on the Pastoral Care of Homosexual Persons **by Sacred Congregation for the Doctrine of the Faith, USCC Office of Publications, 1312 Massachusetts Avenue, NW, Washington, DC 20005-4105, 1986.**
Because the issue of homosexuality has entered the public forum, the Congregation addresses the complex issue within the context of the Catholic moral perspective — supporting pastoral care, emphasizing the distinction between the homosexual condition and homosexual actions, clearly stating that homosexual activity is not a morally acceptable option, noting the consistency of Scripture, Tradition, and the Magisterium in this regard, condemning the expression of any malice toward homosexual persons, and affirming their personal dignity.

"The Many Faces of AIDS: A Gospel Response" by United States Catholic Conference Administrative Board. USCC Office of Publications, 1312 Massachusetts Avenue, NW, Washington, DC 20005-4105; reprinted in *Origins*, Vol. 17(28), pp. 481-93, Decei er 24, 1987; refer to the subsequent document from the National Conference of Catholic Bishops, when available.
Beginning with stories of persons infected by AIDS, the statement considers Jesus' compassion for the suffering and challenges Christians to see AIDS as an opportunity to be compassionate. The document comments on facts about AIDS, addresses related issues, discusses appropriate care for persons with AIDS, and suggests directions for AIDS-related policies within Church settings.

"Ministry to AIDS Victims," Pastoral Letter by Bishop Francis Quinn, Diocese of Sacramento, California. Reprinted in *Origins*, Vol. 16(12), p. 224, Sept. 4, 1986.
This document reflects at length on how Jesus ministered to the suffering, never equating sin with disease. Parallels are drawn to the follower of Christ and the person with AIDS. After reviewing AIDS facts, the letter proposes practical suggestions for diocesan response.

"Prevention of AIDS." *L'Osservatore Romano*, March 10, 1988. Reprinted in *Origins*, Vol. 17(41), pp. 707-8, March 24, 1988.
This article underscores the right of AIDS patients to needed help and to personal dignity, emphasizes the need for prevention (specifically by abstaining from sexual activity outside of marriage and from drug abuse), notes that spiritual health contributes to physical health and vice versa, and states that using prophylactics to avoid contagion is not only untrustworthy technically, but also and above all unacceptable from a moral point of view.

"Recommended Guidelines for Teaching about AIDS and Contraceptives in the Diocese of Cleveland." Diocese of Cleveland, 1027 Superior Avenue, Cleveland, OH 44114, April 3, 1987.
These guidelines suggest five general steps for teaching or counseling which presenters would use as a basis, expanding the material as appropriate to the group.

Books, Booklets, Pamphlets, Special Issues and Reports:

AIDS: A Catholic Call for Compassion **by Eileen P. Flynn. Sheed & Ward, P. O. Box 414292, Kansas City, MO 64140, 800-333-7373. (1985)**
This book encourages moving from fear to reason and charitable concern. The author discusses the disease, social responses, and care of persons with AIDS as well as her personal reflection on Catholic moral teaching about homosexuality and AIDS. She concludes with an agenda for action.

AIDS: A Program for Catholic Schools **by Institute for Catholic Education. Distributed in U. S. through ACTA, 4848 N. Clark St., Chicago, IL 60640, 312-271-1030. (1987)**
This program, developed in Ontario, frequently includes Canadian references and resources as it presents AIDS within the vision of the Church. Materials include *A Teacher's Guidebook and Resource Materials* for Grades 7-10, *Lessons (three) and Masters* for Grades 7-8, and *Lessons (three) and Masters* for Grades 9-10.

"AIDS and Children: Information for Parents of School-Aged Children." American Red Cross units. Single copy also from 800-342-AIDS or bulk orders from 800-458-5231. (1986)
Five pages explain to parents the extent of AIDS among children, how AIDS is and is not spread, AIDS infection, how children get AIDS, how pediatric AIDS can be prevented, and considerations about infected children in schools.

"AIDS and Children: Information for Teachers and School Officials." American Red Cross units. Single copy also from 800-342-AIDS or bulk orders from 800-458-5231. (1986)
Seven pages include all areas in the above publication for parents as well as Public Health Service Guidelines to protect the well-being of all children in school settings.

***AIDS and the Education of our Children: A Guide for Parents and Teachers* by U. S. Department of Education, William J. Bennett, Secretary. Up to 25 copies free to educators from Consumer Information Center, Dept. ED, Pueblo, CO 81009. (Revised 1988)**
Approach basically parallels the one advocated by the church, emphasizes parental values and responsible sexual behavior based on marital commitment and fidelity. The language is moral and the message about responsibility makes sense. Includes the U. S. Public Health Service Recommendations for Education and Foster Care of Children, the guidelines developed by the Centers for Disease Control to help local groups develop their own guidelines.

"AIDS and the Safety of the Nation's Blood Supply." American Red Cross units. (1987)
Five pages summarize how AIDS is spread, answer questions about the safety of having a blood transfusion, explain how the blood supply has been protected, indicate the meaning and reliability of AIDS testing, and specify persons who should not donate blood.

***AIDS and Young People* by Robert Redfield, M.D., and Wanda Kay Franz, Ph.D. Regnery Gateway, 1130 17th Street, N.W., Washington, DC 20036. (1987)**
This 32-page publication, intended for youth, presents AIDS information in a clear and non-technical way. Part 2, "Self-Respect and Freedom from AIDS," emphasizes that abstinence from sex and drugs are the only safe approaches. It is consistent with Catholic moral teaching on sexual behavior.

"AIDS and Your Job — Are There Risks?" American Red Cross units. (1986)
This brief booklet may help parents understand about AIDS in their work place; e.g., how AIDS is and is not spread, the virus and its effects, precautions related to certain jobs.

***AIDS and Your World*. Scholastic, Inc., P. O. Box 7501, Jefferson City, MO 65102. (1988)**
This textbook for secondary school students approaches the topic by focusing on people who have AIDS, who work with AIDS patients, and who have studied AIDS. It extends beyond information to attitudes. The editorial stance is to encourage abstinence, but not to assume that all students practice it. The section on condoms recognizes the fact that many religious groups object to condoms on moral grounds.

***AIDS: Ethics and Public Policy* by Christine Pierce and Donald VanDeVeer. Wadsworth Publishing Co., Belmont, CA 94002. (1988)**
This collection of articles relating to the historical dimensions of AIDS and issues within the public arena would introduce the reader to ethical considerations as they relate to public policy.

***AIDS: From the Beginning*. American Medical Association. (1986)**
This collection of articles that have appeared in the *Journal of the American Medical Association* discusses epidemiology, means of transmission, etc.

***AIDS: Impact on the Schools* by Roberta Weiner. Education Research Group, 1300 North 17th Street, Arlington, VA 22209. (1986)**
While not written from a Catholic perspective, this special report discusses the need for AIDS education and the effect of AIDS on schools. It gives case studies of how two school systems have responded to the AIDS crisis, discusses litigation, makes recommendations.

"AIDS Resource Guide for Teachers." Scholastic, Inc., Attn. Debbi Piedel, P. O. Box 2700, Monroe, OH 45050. (1987)
This special October 1987 supplement to *Scholastic Magazine* gives facts on AIDS, tips on teaching about AIDS, questions students ask, and a resource sampler. Two editions available: Grades 1-6 and Grades 7-12.

***AIDS: Sexual Responsibility and Ethics*. Religious Education Business Office, 409 Prospect St., New Haven, CN 06511-2177. Also available on microfilm from University Microfilms, P. O. Box 1346, Ann Arbor, MI 48106. (1986)**
This special issue of *Religious Education* (Vol. 83, Number 2; Spring, 1988) focuses on the teaching of sexual responsibility and ethical decision-making through an exploration of the moral problems related to the AIDS pandemic. A variety of authors treat these issues; appropriate for the professional religious educator.

***AIDS: The Spiritual Dilemma* by John E. Fortunato. Harper. (1987)**
The author, a Catholic psychotherapist who has written widely about AIDS and gay issues, addresses the spiritual dilemma of AIDS and analyzes the realities of eternal life. He discusses attitudes and care extended toward persons with AIDS, especially those who are homosexual. He frequently refers to fifteen friends who died with AIDS and to quotations from varied Christian writings. This book may be helpful to teachers in assessing their own attitudes about AIDS.

***AIDS: Understanding and Prevention* by Linda Meeks and Philip Heit. Merrill Publishing, P. O. Box 508, Columbus, OH 43216. (1988)**
This book for Grades 9 and up, part of The Merrill Wellness Series, has teacher and student editions with basic information about AIDS and its various consequences. It discusses risk behaviors, stresses responsible decisions to practice sexual abstinence and to be drug free, includes factual information about condoms and their limited effectiveness. See also *AIDS: What You Should Know*.

***AIDS: What You Should Know* by Linda Meeks and Philip Heit. Merrill Publishing, P. O. Box 508, Columbus, OH 43216. (1988)**

This book for Grades 5 and up, part of the Merrill Wellness Series, has teacher and student editions which provide factual information on the AIDS virus, the immune system, on risk situations, tests, symptoms, and treatment. This level stresses life management skills including sexual abstinence and freedom from illegal drug use, gives examples of refusal skills, offers clear explanations with pictures and diagrams. See also *AIDS: Understanding and Prevention.*

"Caring for the AIDS Patient at Home." American Red Cross units. (1986)
Six pages explain how AIDS attacks the immune system, the cause of AIDS, how AIDS is not spread, care and protection of a person with AIDS, and safeguards against exposure to AIDS.

***Catholic Morality: Guidelines for Christian Living* by Ronald J. Wilkins and Mary E. Gryczka. Wm. C. Brown Company Publishers, 2460 Kerper Blvd., Dubuque, IA 52001, 319-588-1451. (1988)**
This high school text, though it directly treats AIDS briefly, offfers very helpful background in its two major parts: "What Is Morality?" and "Becoming Morally Responsible."

***Coping with AIDS* by the U. S. Department of Health and Human Services. National Institute of Mental Health, Office of Scientific Information, 5600 Fisher Lane, Rockville, MD 20857.**
This 16-page booket discusses psychological and social considerations in helping persons who are infected with the AIDS virus.

"The Ethical Response to AIDS" with articles by Michael D. Place, William C. Spohn, Richard A. McCormick, and John P. Hale. *America*, Vol. 158, No. 6, February 13, 1988.
This special issue on AIDS offers an informed consideration of AIDS from an ethical standpoint -- in terms not only of personal morality but of public policy.

***The Gospel Alive: Caring for Persons with AIDS and Related Illnesses* by Catholic Health Association and the Conference of Major Religious Superiors of Men's Institutes. Catholic Health Association, 4455 Woodson Road, St. Louis, MO 63134. (1988)**
This document presents the AIDS epidemic as a moment of grace within the Church, an opportunity for the Gospel to come alive. Treats facts, theological considerations, Church and society, caring for persons, the health care community, ethical guidelines, and legal implications.

"HIV Infection in the United States: A Review of Current Knowledge" reported by Timothy J. Dondero, Jr., M.D., and HIV Data Analysis Team. *Morbidity and Mortality Weekly Report*, Vol. 36, No. S-6, December 18, 1987. Single copy from 800-342-AIDS or bulk orders from 800-458-5231.
This MMWR Supplement offers technical and statistical information on HIV infection among specific groups and in special settings.

***How To Help Your Child Say "No" to Sexual Pressure* by Josh McDowell. Word Books, 4800 West Waco Drive, Waco, TX 76796. (1987)**
Written by a representative for Campus Crusade for Christ, this book focuses on the root causes of the adolescent sexuality crisis and their treatment by means of positive self-image, modeling, and Christian values.

"Let's Talk." Easton Publishing Co., P. O. Box 1064, Jefferson City, MO 65102, 314-635-0609.
This pamphlet is designed to help youth make good decisions. It discusses the problems of teen pregnancy, venereal disease, abortion, and contraception, then gives reasons for practicing chastity.

***Teaching about AIDS* by Eileen P. Flynn. Sheed & Ward, P. O. Box 414292, Kansas City, MO 64141-4292, 800-333-7373. (1988)**
This text, designed for teachers in a Catholic setting, contains historical, medical, and moral background; two sample lectures for parents; four lesson plans for Grades 6-8; and four lesson plans for Grades 9-12. Some of the material treats social responsibility and human rights.

"Terry the Friendly Dragon Helps You to Be AIDS Smart." Creative Graphics, P. O. Box 381, Mount Vernon, OH 43050, 614-392-4327. (1987)
This 16-page large-print information/activity book is intended to assure grade school children that AIDS cannot be caught by hugging, shaking hands, etc. The cartoon character "Terry the friendly dragon" explains the immune system, encourages good hygiene, warns about strangers and sharing needles. Sexual transmission of AIDS is not mentioned. Children color pictures and complete simple puzzles.

***U. S. Surgeon General's Report on AIDS* by Dr. Everett Koop. U. S. Public Health Services, U. S. Department of Health and Human Services. Single copy from 800-342-AIDS or bulk orders from 800-458-5231. (1986)**
This is a basic resource about the virus, its signs and symptoms. Written for a broad spectrum of people in the U. S., it advocates teen-age abstinence from sex and drugs, but also mentions condoms in factual, clinical terms for use by a couple if one partner could possibly have the AIDS virus.

"What Everyone Should Know about Drug Abuse." A Scriptographic Booklet. Channing L. Bete Co., South Deerfield, MA 01373, 413-665-7611. (1988)
This easy-to-read booklet shows how drug abuse can cause serious harm, summarizes commonly abused drugs and possible effects, underlines the risks and problems involved, and outlines possible treatment programs.

***What Works: Schools Without Drugs*. U. S. Department of Education. Free copy by writing Consumer Information Center, Dept. ED, Pueblo, CO 81009 or by calling 800-624-0100 outside of the District of Columbia area or 732-3627 in Washington, D.C. (1986)**

This booklet recommends varied approaches for implementing drug abuse prevention programs. It also presents information on how parents and teachers can recognize when students are using drugs. Includes list of resources and organizations.

***Why Wait? What You Need to Know About the Teen Sexuality Crisis* by John McDowell and Dick Day. Here's Life Publishers, P. O. Box 1576, San Bernardino, CA 92402. (1987)**
Written by the co-founders of a Christian learning center, this book treats the media's distortion of views about love and sex, what youth desire most in a relationship, reasons to wait, and how to cope with the pressure.

***Yes You Can!* A Guide for Sexuality Education That Affirms Abstinence Among Young Adolescents. Search Institute, 122 West Franklin Avenue, Minneapolis, MN 55404. (1987)**
This guide contains a series of papers on topics such as affirmation and prevention; problems associated with adolescent sexual activity; an overview of normal sexual development; involvement of parents and community, etc.

Audio-Visual Programs:

***A Is for AIDS* (15 min. video). Perennial Education, Inc.; available from the Altschul Group, 930 Pitner Ave., Evanston, IL 60602, 312-328-6700. (1988)**
An unusual talking dog explains basic facts about AIDS to three children. He introduces a child who has AIDS, emphasizing how her friends can safely play with her. Although directed to young children, the video includes "having sex with an infected person" as one way to get AIDS. Ways one can't get AIDS are mimed. Shows a school which includes a student with AIDS. A trip inside the body shows how AIDS attacks the immune system.

***AIDS: A Topic for Life* (35 min. video). Awakening Productions. Catholic Communications Department, Archdiocese of Denver, P. O. Box 6448, Denver, CO 80201, 303-279-4464.**
This video is placed in a Catholic setting and presents Church teaching. The principal offers a very positive explanation of chastity, and the hospice worker raises an important point in talking about "people" — rather than "victims" — with AIDS. The mechanical responses of some of the students could weaken the credibility of the message and the portrayal of bedside care may de-humanize persons with AIDS.

***AIDS: Everything You Should Know* (20 min. video). AIMS Media, 6901 Woodley Ave., Van Nuys, CA 91406-4878, 800-367-2467.**
This video provides a mature yet lively presentation for a teen audience, dealing with basic causes and methods of prevention as well as myths about contracting AIDS. Many video titles are similar to this one, but their content differs greatly; care is recommended in selecting the exact title.

***AIDS: Medical, Moral, and Ministerial Dimensions* (30 min. video) by Catholic Education Center, Archdiocese of St. Paul and Minneapolis. Wm. C. Brown, 2460 Kerper Blvd., Dubuque, IA 52001, 800-922-7696. (1987)**
This video with study guide and student booklets presents a medical description; the ethical and moral context including Christian attitudes, values, and behavior; and the social justice need to have open minds and hearts. Recommended for high school students and adults.

***AIDS: Suddenly Sex Has Become Very Dangerous* (21-30 min. each video). Goodday Video, P. O. Box 111, Cuero, TX 77954, 800-221-1426.**
This series consists of three video tapes (one version for youth, one for teachers and parents, one medical tape), posters, student and parent leaflets, and teacher's booklet. It presents sexual abstinence as the only sure way that a young person will not contract AIDS.

***AIDS: What Can We Do To Help?* (120 min. video in three segments). Developed in conjunction with the Center for Development in Ministry, Archdiocese of Chicago. ACTA Publications, 4848 N. Clark St., Chicago, IL 60640, 312-271-1030.**
This training videotape for Catholic parish and school staffs offers a series of three lectures: 1) medical facts by a specialist in infectious disease; 2) psychological issues by a director of chemical dependency programs and professor of psychiatry; and 3) pastoral aspects by a Mennonite minister and Director of the Pastoral Care Network of Chicago.

***Beyond Fear* (57 min. in three segments). American Red Cross. Available on free loan from local units. (1986)**
This video is clear and informative for general audiences. Produced in 1986, some information (e.g., statistics, terminology) is not current.

1) Segment 1, "The Virus" (22:04), clearly explains — and demonstrates with personal examples — the attack on the immune system, the symptoms of ARC, the opportunistic infections that accompany AIDS, the screening of blood donors, and the testing of blood.

2) Segment 2, "The Individual" (17:28), is included in this list only because Segments 1 and 3 are excellent resources; when persons loan Segment 1 and/or 3, they will automatically also receive Segment 2. The first part of the second segment shows how individual persons and their families are touched by AIDS, how persons get AIDS, and how they cannot get AIDS (e.g., through casual contact at school). It emphasizes the high rate of acquiring AIDS among minority groups. The last few minutes are contrary to Catholic teaching as condoms are promoted, accompanied by the assumption that persons "are not going to be celibate."

3) Segment 3, "The Community" (20:49), shows varied lives of persons with AIDS, their support systems, the reality of facing death, and their surviving parents and

spouses. Discussion treats the safety of contact with persons with AIDS in the school and work place as well as the proper use of testing.

Beyond the Labels: The Human Side of AIDS **(24 min. video). Catholic Health Association, 4455 Woodson Road, St. Louis, MO 63134, 314-427-2500. (1988)**
This video for high school and adult audiences offers a close look and very moving dialogue with men, women, and children who have AIDS or who care for those with AIDS. It helps in handling fear, denial, compassion. Named best documentary film by Catholic Audio Visual Educators.

Decisions, Decisions **(filmstrip/cassette with 10 parts, each 7-10 min.). Treehaus Communications, P. O. Box 249, Loveland, OH 45140. (1981)**
This resource, available in many diocesan resource centers, offers a moral values program for junior high level. Includes parts such as "Making Up Your Mind," "Holding to Beliefs," and "Life, Liberty, Happiness."

The Great Chastity Experience **(23 min. video). Paulist Productions, P.O. Box 1057, Pacific Palisades, CA 90272, 800-624-8613. (1985)**
A high school couple decide to change their pattern of interaction, shifting their focus from sex to other activities and discover that they are getting to know each other better because of the change.

In God's Image **(20-part video program, average about 15 min. each). Teleketics from Franciscan Communications, 1229 S. Santee St., Los Angeles, CA 90015, 800-421-8510 or 213-746-2916. (1989)**
This series includes four video presentations which support varied concepts within AIDS education:

In Volume 3 — "It's OK To Say No" (14:35) about assertive ways to say No to drugs, alcohol, and pre-marital sex;

In Volume 4 — "Consequences" (22:30) about Venereal Disease and AIDS; "Homosexuality: The Christian Attitude" (10:45); "Birth Control/Self Control" (9:15) about the what and why of the Church's teaching regarding contraceptives as well as natural family planning.

Intimacy: No One Night Stand **(30 min. video). Wm. C. Brown, 2460 Kerper Blvd., Dubuque, IA 52001, 800-922-7696.**
Beginning with an updated vignette of the Prodigal Son story, this program explores the meaning of intimacy, how sexuality is interconnected with the need for intimacy, and how Jesus mirrored the intimate love of God. Students are helped to see that intimacy is based on getting to know people, communicating, praying together, sharing and having fun.

Learning To Be Assertive **(27 min. video). AIMS Media, 6901 Woodley Ave., Van Nuys, CA 91406-4878, 800-367-2467.**
This film and video for intermediate and secondary levels explores basic skills needed to deal with difficult people and situations, and leads students to greater self-confidence and self-esteem.

Let's Talk about Responsibility **(2 filmstrips & cassette). Sunburst Communications, 101 Castleton St., Pleasantville, NY 10570-9905, 800-431-1934.**
This program for intermediate through junior high levels investigates the consequences, with a focus on the levels of responsibility, how it develops, and to whom it extends.

Making Decisions **(filmstrip & cassette). Random House Media, Dept. 442, 400 Hahn Road, Westminster, MD 21157, 800-638-6460.**
Part of the "Personal Enrichment Series," this program is designed to demonstrate that "no decision" is in itself a decision. For intermediate through junior high.

My Son, My Son **(14 min. video). Teleketics from Franciscan Communications, 1229 S. Santee St., Los Angeles, CA 90015, 800-421-8510 or 213-746-2916.**
This moving film tells the story of two fathers and two sons. As it treats the topics of homosexuality and AIDS, it illustrates for parents and other mature viewers the need for understanding compassion.

The Search for the AIDS Virus: **An Interview with Robert Gallo (30 min. video). Carolina Biological Supply Company, Burlington, NC 27215 and Gladstone, OR 97027. (1986)**
This is a very technical presentation in which Dr. Gallo describes research on human retroviruses and the search for the cause of AIDS. Discussion includes difficulties of the antibodies, the virus, the variation in the coat of the virus. May be appropriate for some high school science classes.

Strong Kids, Safe Kids **(43 min. video). Paramount Home Video.**
This video helps parents and children learn how to stop molestation or abduction before it can start. One theme is how to use the Big "NO."

Tippy in Learning about Touch **(22 min. video). Society for Visual Education, Dept. DE, 1345 Diversey Parkway, Chicago, IL 60614-1299.**
Tippy and his puppet friends use their overnight camp-out as an opportunity to talk about Good Touch and Bad Touch and the three basic rules to follow in a Bad Touch situation. Original songs make this lesson appealing for kindergarten through intermediate levels.

Too Little Too Late **(30 min. video). Fanlight Productions, 47 Halifax St., Boston, MA 02130, 617-524-0980. (1987)**
Documentary shows several families as they recall the progression of AIDS in their loved one, their own frustrations and grief at the person's death. Shows the need for support and introduces Mothers of AIDS Patients (MAP). Includes discussions about homosexuality and conversations with homosexuals. For mature viewers.

Understanding and Preventing AIDS (8 min. video) **by Colman Communications Corporation. Wm. C. Brown/**

Roa Media, 2460 Kerper Blvd., Dubuque, IA 52001, 800-922-7696.
This video clearly and effectively tells the basic story of AIDS in less than ten minutes — giving some scientific information, dispelling some myths, and discussing sexual abstinence among teens. Although designed for Grades 5-9, the video would present a succinct introductory overview of AIDS for parents or teachers.

Valuing Values: Sexuality Education in the Catholic Tradition **(three 60-minute videotapes) by Rev. John E. Forliti. Wm. C. Brown Company, 2460 Kerper Blvd., Dubuque, IA 52001, 800-922-7696. (1986)**
A video-assisted family life education curriculum for Catholic parents and teens, this curriculum presents basic information appropriate for adolescents and promotes the sharing of beliefs and values between parents and adolescents. Four types of teaching tools assist the process: 1) 23 video lessons; 2) a teacher's manual with detailed outlines; 3) a parent handbook; and 4) a set of masters for handouts. Lesson 13, "Staying Healthy (Sexually Transmitted Diseases)" contains a brief section on AIDS.

Bibliographies and Catalogs:

(Because catalogs list a multitude of separate resources, each item could not be measured against the NCEA criteria. The reputable sources of the catalogs should guarantee accuracy and availability; leaders will need to review any item considered for use, assessing its consistency with Catholic tradition.)

"AIDS: A Multimedia Bibliography," *Booklist Magazine*, pp. 365-66, October 15, 1987.
Distillation of the best library materials, print and nonprint, on AIDS for the general public.

***"AIDS and School Children."* ERIC Clearinghouse on Counseling and Personel Services, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.**
This two-page fact sheet briefly summarizes selected documents in the ERIC database on AIDS, describes student-related aspects of AIDS, reviews legal aspects of school attendance, and reprints recommendations of the Centers for Disease Control.

***AIDS Educator: A Catalog of AIDS Educational Materials*. San Francisco AIDS Foundation, P. O. Box 6182, San Francisco, CA 94101-6182, 415-861-3397. (1987)**
This catalog includes a wide variety of resources developed by the San Francisco AIDS Foundation and other organizations, arranged according to their topics and target audiences. Includes ordering information.

"AIDS School Health Education Database," a subfile of the *Combined Health Information Database* (CHID). CHID is available through BRS Information Technologies, 1200 Route 7, Latham, NY 12110, 800-345-4277. Many libraries subscribe to BRS. For more information or for a hard copy (updated quarterly), contact the CDC, AIDS School Health Education Database, Atlanta, GA 30333, 404-639-3492 or 404-639-3824.
Produced by the Center for Health Promotion and Education (CHPE) at the Centers for Disease Control (CDC), the database organizes the various resources that are being produced related to the education of children and youth about AIDS.

List of Centers Funded by the National Institute of Mental Health. Available by sending a self-addressed, stamped envelope to ACTA Publications, 4848 N. Clark St., Chicago, IL 60640.
This list identifies centers that are funded by the National Institute of Mental Health to provide education on AIDS in their areas, typically at minimal or no charge.

Journals:

(for accurate technical and statistical information)

AIDS Alert
Journal of the American Medical Association
Morbidity and Mortality Weekly Report, CDC
New England Journal of Medicine
Science

AIDS-Related Organizations and Hotlines:

(for information, speakers, pamphlets, posters, etc.)

- Arch/diocesan AIDS-related offices, where available
- Community hospitals
- Local health department
- Local Red Cross
- State health department
- National AIDS-Related Organizations and Hotlines:

AIDS Action Council
729 Eighth Street, S.E., Suite 200
Washington, DC 20003
202-547-3101

AIDS Hotline
800-342-AIDS
800-344-SIDA (Spanish)

American Association of Physicians for Human Rights
P. O. Box 14366
San Francisco, CA 94114
415-558-9353

American Red Cross AIDS Education Office
1730 D Street, N.W.
Washington, DC 20006
202-737-8300

Centers for Disease Control,
Center for Infectious Diseases, AIDS Program
1600 Clifton Road, N.W.
Atlanta, GA 30333
404-639-3534 or 404-639-3311

Hispanic AIDS Forum
853 Broadway, Suite 2007
New York, NY 10003
212-870-1902 or 870-1864

Minority Task Force on AIDS
c/o New York City Council of Churches
475 Riverside Drive, Room 456
New York, NY 10115
212-749-1214

Mothers of AIDS Patients (MAPS)
c/o Barbara Peabody
3403 E. Street
San Diego, CA 92102
619-234-3432

National AIDS Network
729 Eighth Street, S.E., Suite 300
Washington, DC 20003
202-546-2424

National Association of People with AIDS
P. O. Box 65472
Washington, DC 20035
202-483-7979

National Council of Churches AIDS Task Force
475 Riverside Drive, Room 572
New York, NY 10115
212-870-2421

National Institute on Drug Abuse Hotline
American Social Health Association
800-662-HELP

U. S. Public Health Services, Public Affairs Office
Hubert Humphrey Building, Room 725-H
200 Independence Avenue, S.W.
Washington, DC 20201
202-245-6867

RESOURCE ASSESSMENT FORM

Because the pool of AIDS education resources is expanding rapidly, the annotated list of curriculum resources in this *Leader's Guide* will be supplemented with a continuing NCEA resource bank on AIDS education materials. The selection criteria stated in Section 9 will continue to be applied.

Users of *AIDS: A Catholic Educational Approach* are invited to suggest additional materials that have proven helpful to them.

Title of the Resource: _____

_____

Category:

_____ Church Documents and Other Statements from Catholic Sources
_____ Books, Booklets, Pamphlets, Special Isues and Reports
_____ Audio-Visual Programs
_____ Bibliographies and Catalogs
_____ Journals
_____ AIDS-Related Organizations and Hotlines

Availability:
From _____

Address _____

_____

Phone _____

Copyright Date _____ Cost _____

Assessment:
In the space below, please give an assessment of the accuracy and completeness of the resource as well as its consistency with Catholic moral teaching.

_____

_____

_____

_____

_____

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_____

Submitted by _____

Daytime phone number _____

Please send to NCEA Curriculum Office, Suite 100, 1077 30th St., N.W., Washington, DC 20007-3852. Thank you.

National Catholic Educational Association
1077 30th Street, N.W.
Washington, DC 20007-3852
(202) 337-6232